DOCUMENT RESUME

ED 118 546 SP 009 834

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TITLE A National Evaluation of the I/D/E/A Change Program for IGE.
INSTITUTION Charles F. Kettering Foundation, Dayton, Ohio.
PUB DATE Sep 75
NOTE 42p.

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage
DESCRIPTORS Administrator Attitudes; *Educational Programs; *Individualized Curriculum; *Individualized Programs; Inservice Teacher Education; *National Surveys; Parent Attitudes; *Program Evaluation; Questionnaires; School Surveys; Student Attitudes; Teacher Attitudes
IDENTIFIERS *Individually Guided Education

ABSTRACT

A survey was conducted to determine attitudes of administrators, teachers, students, and parents of students in schools using the Institute for Development of Educational Activities, Inc. (I/D/E/A) Change Program for Individually Guided Education (IGE). The study took over two years, and reached a sample of the 1,200 schools in 36 states. Generally, the attitudes of all groups were positive toward IGE. Results also indicated that school staffs which had used IGE for over three years liked it better than staffs using it for shorter periods of time. Also, the more IGE outcomes were implemented in a school, the more the staff was favorable. Attitudes of administrators, teachers, parents, and students in urban and non-urban schools were equally positive, as were attitudes from schools with both predominantly white and non-white populations. Parents tended to feel that their children had progressed more in school using IGE. Teachers felt the program was equally useful for slow and fast learners as well as for culturally advantaged and disadvantaged students. A few administrators and teachers complained that the program carried with it the necessity to increase work loads too drastically. (Tables and sample questionnaires are included.) (CD)

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ED118546

A NATIONAL EVALUATION OF THE /I/D/E/A/ CHANGE PROGRAM FOR IGE

Analysis of data from a two-year survey conducted by Belden Associates for the Institute for Development of Educational Activities, Inc. (/I/D/E/A/).

Jon S. Paden

September 1975

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Foreword

As many readers of this report will know, the /I/D/E/A/ Change Program for Individually Guided Education (IGE) is a teacher inservice program aimed at two basic goals: (1) individualizing learning, and (2) continuous improvement of the staff and school.

This school improvement effort includes concepts that have come from the work of many people and institutions. The processes of implementation stem from the Study of Educational Change and School Improvement begun by /I/D/E/A/ in 1966 and from subsequent staff work done in cooperation with other institutions and schools. We also have drawn on such programs as the Ford Foundation-sponsored Harvard Teaching Teams' project conducted from 1959 to 1964 and from work of the Wisconsin Research and Development Center for Cognitive Learning.

IGE is implemented within Leagues of Schools that are committed to working toward the program's two basic goals. Additionally, each League is associated with an Intermediate Agency—a college, university, local or state education agency, or other type of institution—that provides a Facilitator to work with schools in its area.

In 1970, there were 125 schools participating in the project. Today, more than 1,200 schools in 36 states, plus American-sponsored schools in approximately two dozen other countries, are in some phase of implementing the IGE processes.

Each phase of developing IGE has been accompanied by special attention to evaluation. Initially, we examined research relating to selected school practices that ultimately became a part of IGE. The way we combined these practices into a comprehensive design for use in schools was analyzed intensely by selected teachers and administrators and by university scholars.

The IGE training materials and clinical workshops that have emerged from our developmental efforts have been shaped by both formal and informal studies of their effectiveness. We continue to operate and refine a comprehensive system of monitoring the extent to which the IGE concepts are being implemented in participating schools.

This report is based on one of several inquiries into the effects of IGE. As noted in the text, the material is from a study by Belden Associates of how administrators, teachers, parents, and children feel about various aspects of IGE and their beliefs about its results.

Though information from this survey shows that perceived benefits of IGE are highly favorable, we do not suggest this study is a substitute for other measurement and evaluation of IGE effects. Accordingly, we continue to sponsor other studies of pupil achievement and other impacts of IGE. We frequently receive reports of evaluation studies done through the sponsorship of other institutions.

Our own work and the studies by others show that change is taking place in IGE schools. As this report verifies, attitudes toward IGE are overwhelmingly favorable.

The inquiries we have sponsored, and other evaluation reports, show that IGE's impact on student achievement test scores is mixed. The program's impact on costs also is mixed and is largely determined by the individual school.

Taken together, the wide-ranging set of studies of IGE reflect that the results are very positive and reinforce our belief that it is one of the most promising school improvement efforts ever undertaken.

We invite you to read this report and respond with comments, suggestions, or questions. Also, we invite you to write for other information relating to IGE.

Samuel G. Sava
Executive Director

Teachers and students—along with parents and administrators—gave their views on IGE during the Belden survey. Across the board, attitudes were overwhelmingly favorable.

Foreword

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Almost all the teachers questioned responded that the IGE program did a "good" or "excellent" job of producing quality education.

What the report is

This report presents findings of an attitude study conducted among school administrators, teachers, students, and parents involved with schools using the /I/D/E/A/ Change Program for Individually Guided Education (IGE).

Belden Associates—a research firm located in Dallas, Texas—carried out the two-year study at the request of the Institute for Development of Educational Activities, Inc. (/I/D/E/A/), the educational affiliate of the Charles F. Kettering Foundation.

The study was designed to help /I/D/E/A/ staff and others evaluate the Change Program for IGE during the 1972-73 and 1973-74 school years.

GETTING READY TO READ "The Report"

What we were trying to find out

The main things we wanted to know were:

- How administrators, teachers, parents, and students feel toward IGE as they participate in its implementation.
- How attitudes of people in schools with high levels of IGE implementation compare with attitudes of people in schools with low levels of IGE implementation.
- How attitudes of people in IGE schools in urban areas differ from those held by people in IGE schools in non-urban areas.
- How peoples' attitudes differ in IGE schools that are mostly white vs IGE schools that are mostly non-white.
- How attitudes of people who started IGE with strategies, materials, and training prior to 1972 compare with attitudes of people who have started IGE more recently.

How the researchers conducted the study

Belden researchers, in consultation with /I/D/E/A/, designed, developed, and tested four standard interview protocol questionnaires to gather pertinent data from school administrators, teachers, students, and parents of the students in the IGE schools or school Learning Communities*. These interview protocol questionnaires (copies of the 1973-74 versions are in Appendix A), were used to measure the following:

- Expectations of the four groups about IGE.
- Opinions about how these expectations have or have not been met.
- Concepts that each group had of its role and the roles of others in implementing IGE.
- Perceptions of changes being made as a result of using IGE processes.
- Opinions about the effectiveness of IGE.

*Some IGE schools use "Learning Community" in referring to teaching teams and groups of students. Other IGE schools use the term "Unit."

Belden researchers collected the survey data during face-to-face interviews with the respondents. Most of the administrators and some of the teachers were interviewed at school; some of the teachers, all of the parents, and all of the children were interviewed in their homes.

Field interviewers received written instructions on how to find respondents, how to ask the questions, and other pertinent information. If an interviewer needed additional training or other help, they were able to get it quickly by telephone from Belden Associates.*

Belden Associates carefully checked the work of each interviewer for consistency and quality. Approximately 10% of each interviewer's work was verified by recontacting respondents.

All interviews were conducted May 21 through July 2, 1973, and May 2 through July 11, 1974.

Getting a representative sample

Belden and /I/D/E/A/ designed the study to ensure a representative sample of all administrators, teachers, students, and parents in schools or school Learning Communities where IGE was in operation during the 1972-73 and 1973-74 school years. (IGE **schools** were chosen for the 1972-73 study's sample; during 1973-74, IGE school **Learning Communities** were sampled.)

Belden drew a sample of school Learning Communities from a list of all IGE schools supplied by /I/D/E/A/. When the school's urbanity (rural, suburban, urban, or innercity) or level of IGE implementation was not available, the school was omitted from the list. The school Learning Communities were stratified by urbanity and IGEness to ensure an appropriate distribution of respondents along those dimensions. School Learning Communities were then selected in a systematic manner, giving each school in each stratum an equal chance of selection.

The evaluation design called for a set of interviews from each selected school, with each set composed of:

- 1 administrator . . . either the principal or, if he was not available, the vice-principal.
- 2 teachers . . . selected systematically from the faculty list.
- 10 students . . . selected systematically from student lists.
- 10 parents . . . selected automatically as the parents of the 10 students.

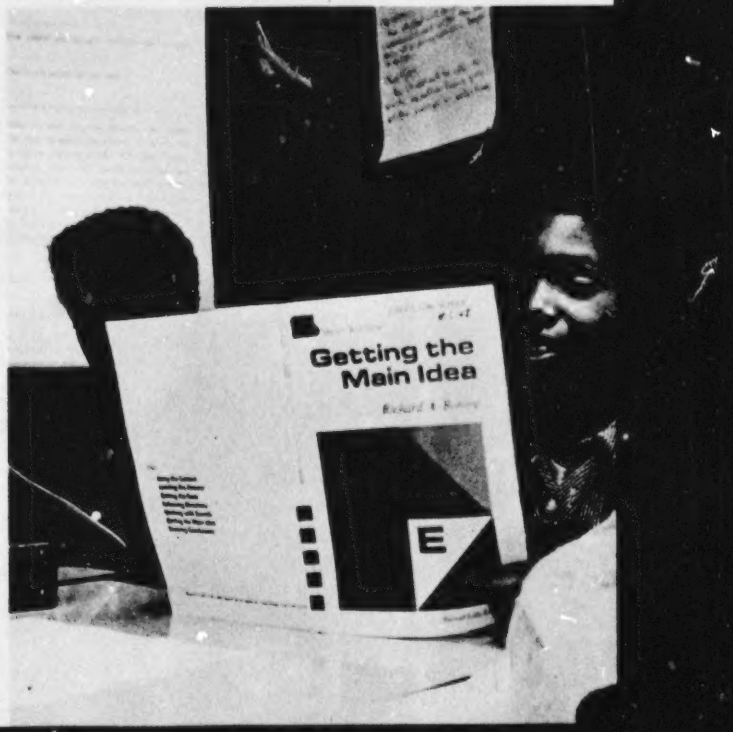
If a selected teacher or parent could not be interviewed after three attempts, a substitute was selected and interviewed. No child was interviewed without first interviewing the parent. In several cases, a parent's interview had to be discarded because the child could not be interviewed; thus all parent and student interviews are matched pairs.

For the two years' data combined and summarized in this report, the number of completed interviews is distributed as follows:

	Total	1972-73	1973-74
Administrators . . .	127	78	49
Teachers	244	146	98
Parents	1,215	715	500
Children	1,215	715	500
Total	2,801	1,654	1,147

Combining data for the two years made it possible to reduce the sample size in 1973-74 and still maintain the desired stability.

More than 1,200 students were interviewed—along with an equal number of parents.



*Where to write for more information" on page 22

Here's what we mean when we say...

The following descriptions and examples are provided as an aid in interpreting terminology and content of this report.

TERM	DESCRIPTION
Total	All respondents in the category of respondents being tabulated, such as all teachers, all parents, or all children interviewed.
School's Location	Each school's setting as reported to Belden by /I/D/E/A/.
Urban	Respondents in urban and inner-city schools.
Non-Urban	Respondents in suburban and rural schools.
School's/Learning Community's IGEness	Level of IGE program implementation, as reported by /I/D/E/A/, for each participating school or school Learning Community.
High	Respondents in schools during 1972-1973 school year with **55%** or higher level of IGE program implementation. Respondents in school Learning Communities in 1973-1974 with 52% or higher level of IGE program implementation.
Medium	Respondents in schools during 1972-1973 school year with a 45-54% level of IGE program implementation. Respondents in school Learning Communities in 1973-1974 with 45-51% level of IGE program implementation.
Low	Respondents in schools or school Learning Communities with a 44%, or less level of IGE program implementation.
Primary Ethnicity of School	Ethnic make-up of each school participating in the study as reported by the school administrators.
White	Respondents in schools with more than 50% white students.
Non-white	Respondents in schools with more than 50% non-white students.
Years Child in IGE	Number of years each **child** has been involved in the IGE program.
One Year	Respondents (parents and children) in families where child reports he was in the IGE program for the first time during the 1972-73 or 1973-74 school year.
More Than One Year	Respondents (parents and children) in families where the child reports he has been in the IGE program for more than one year.
YEARS SCHOOL IN IGE	
One Year	Respondents in schools which began participation in the IGE program for the first time during the spring or fall of 1972 and 1973.
Two Years	Respondents in schools which began participation in the IGE program during the spring or fall of 1971 or 1972.
Three or More	Respondents in schools which began participation in the IGE program during or before the fall of 1971.

A significantly larger number of teachers felt that students were learning and performing better since IGE was initiated.

How Belden Associates processed the data

In processing, Belden researchers adjusted the difference in size of the two samples (1972-73 and 1973-74) by upweighting both sets of interviews to achieve proportionality. Response frequencies of all 1972-73 school year interviews were doubled and the response frequencies of the 1973-74 interviews were tripled to bring the sample into proper balance. In the case of the administrators, for example, the sample contains 127 raw interviews, which have been upweighted to 303 cases.

On open-ended questions—which allowed respondents to give an unstructured response—a listing was made of a sample of the answers, and the Belden project team grouped the answers into meaningful categories.

All completed interviews were edited and coded systematically. Written instructions were supplied uniformly to all workers in the Belden office, following a training conference. Questionnaires were edited for form, completeness, and logic. A member of the Belden project team systematically checked the work of each editor-coder for accuracy and comparability of work.

All tabulations were made by computer. Punching of data on computer data cards was verified systematically to insure accuracy. All frequencies and percentages reported in this report and in the detailed report entitled "Revised Computer Printout" have been checked for accuracy and consistency. Samples of the format used in the printout are shown in Appendix B. A copy of the printout can be purchased from Belden Associates.

CAUTION: Statistics at work

The number of interviews must be borne in mind in evaluating the stability of each result—for all samples have results subject to plus-or-minus tolerances ranging from a fraction to several percentage points.

Two rules of thumb are:

- The larger the sample, the more accurate the percentage. Results based on the total sample are therefore more reliable than those based on portions of the sample.
- The further a percentage is from 50—in either direction—the more accurate it is. And small differences between percentages are seldom significant.

You can compute tolerances for any result in this report only through a laborious statistical process. However, you can quickly check the approximate tolerance by looking at Table 1. The total number of interviews for administrators, teachers, parents, and students are also shown in Table 1.

TABLE 1
Use This Table To Find The Approximate Tolerance
Of The Survey Results For Each Sub-Sample

Sub-Sample*	APPROXIMATE TOLERANCE Survey Results				
	10% or 90%	20% or 80%	30% or 70%	40% or 60%	50%
White administrators Non-urban teachers White teachers First year teachers Parents (all sub-samples) Students (all sub-samples)	3%	4%	5%	6%	6%
Urban administrators Non-urban administrators High administrators Low administrators First year administrators Urban teachers High teachers Low teachers Non-white teachers Three-or-more-years teachers	5%	6%	7%	8%	8%
Non-white administrators	7%	10%	11%	12%	12%
Two-or-more-years administrators	Too unstable to produce meaningful results				

*Regarding the total sample sizes:
Administrators . . . N = 127
Teachers. . . . . N = 244
Parents. . . . . N = 1215
Students. . . . . N = 1215

How to use the approximate tolerance table

Suppose you want to know the tolerance you should allow in a result in this report given as 22%.

First, identify the sub-sample; for the example, say it's "First year administrators." Then, find the closest "Survey Result" to 22%; in this case, it's "20% or 80%." Follow the column down from "20% to 80%" to the row labled "First year administrators" and you discover that a 22% result is subject to a 6% tolerance.

This means that the survey result, 22%, is accurate within an estimated 6 percentage points, plus or minus. The true reply could be as little as 16% or as much as 28%.

Table 1 is based on the probability that the chances are 95 in 100 that the range of the results—such as the 16 to 28 above—includes the true percentage that would be obtained if we had interviewed the entire population being studied—instead of just the sample. In the other 5 cases out of 100 the tolerance would be greater.

Results for "non-white administrators" and "two-or-more-years administrators" are included in this report for the sake of completeness. We believe, however, they are subject to such large tolerances that they should only be used with extreme caution. If published, they should be shown only within a table and never in isolation, and should be tagged with a word of caution, as we have done in this report.

THIS IS "The Report"

What you'll be reading

The following three sections comprise the major findings of the 1972-74 IGE Evaluation Study. Each section is organized around one type of question included in the interviews:

- Attitudes about IGE concepts.
- Attitudes about getting started with IGE.
- Attitudes about the effects of IGE on students and the school.

We've reported the findings according to the responses offered by each of the four groups of people included in the study—school administrators, teachers, students, and their parents.

Because this is the second year of the study, the bases have increased over what they were in our report a year ago. So, we've been able to make comparisons between the different sub-samples—classified by school urbanity, IGEness, the primary ethnicity of the school, and the number of years the school has participated in the IGE program. We've presented the noteworthy differences, if any, within each group and between sub-samples.

Throughout the report, we've put numbers in parentheses which indicate the page in the **Revised Computer Printout*** *where you can find the full statistical table. We've also added bar charts in some sections to point out various findings.*

How people feel about IGE concepts

General Attitudes About IGE

The general attitudes of administrators, teachers, parents, and students about IGE are very positive.

Responses to the questions that follow reflect support and acceptance of the concepts underlying the program:

*See "Where to write for more information" on page 22.

Do you expect to continue IGE implementation at the present level? (10)*

	Increase	About the Same	Decrease
Administrators	85%	12%	1%

Is your school adopting IGE too rapidly? (32)

	Too rapidly	About right	Too slowly
Teachers	8%	86%	6%

How well does IGE produce quality education? (7, 24, 61)

	Excellent	Good	Fair	Poor
Administrators	74%	24%	1%	–%
Teachers	44%	50%	5%	1%
Parents	35%	41%	8%	5%

How does the school your child attends compare with other schools you know of? (46)

	Better	About the Same	Not as Good	No Answer
Parents	47%	33%	10%	10%

Student reaction toward those IGE characteristics they are most familiar with and that affect them most directly are positive. Most students are aware that characteristics in this list are happening in their schools . . . and they like them:

*These numbers refer to pages in the Revised Computer Printout where you can find the full statistical table. This printout is available from Belden Associates. See "Where to write for more information" on page 22.

How do you feel about the way you do things at school? (74-77)

	Like	Dislike	Do not do	No Answer
Kids in class who are younger or older	69%	17%	8%	6%
Help teachers decide what work you are to do	64%	9%	24%	3%
Working with a different group during the day	84%	8%	6%	2%
Helping other kids with their work	80%	7%	11%	2%
Choose what you will study	62%	11%	23%	4%
Teacher lets you choose what you want to do	87%	3%	8%	2%
Doing things in groups of two or three kids	82%	8%	9%	1%
Work by yourself some of the time	89%	9%	1%	1%
Have more than one teacher	76%	14%	10%	--%

Interviews with admininstrators and teachers included an open-ended question eliciting what they dislike about the IGE program. These are the most frequent responses:

What do you dislike about IGE? (2) (17-20)*

	No Complaints	Requires too much time/ work	School Under-staffed
Administrators	25%	29%	12%
Teachers	14%	16%	14%

*Responses add to more than 100% because some respondents mentioned more than one item.

Administrators, teachers, and parents responded to words that describe the IGE program—**very much, somewhat**, or **not at all**—with these results:

The IGE program is successful (5, 23, 63)

	Very much	Somewhat	Not at all	No Answer
Administrators	54%	43%	1%	2%
Teachers	52%	43%	--%	5%
Parents	47%	32%	4%	15%

The Program is exciting (4, 22, 62)

	Very much	Somewhat	Not at all	No Answer
Administrators	87%	13%	--%	--%
Teachers	73%	24%	3%	--%
Parents	40%	38%	8%	14%

Eight out of ten children in IGE schools are enthusiastic about "helping other kids with their work."

What other things do you dislike?

	Program Cost	Poor support from District or Facilitator*	Other Answers**
Administrators	2%	8%	34%

	Too much Planning Time	Inability to meet the needs of children	Other Answers***
Teachers	8%	16%	53%

The amount of time and work involved in the program is the dislike most frequently mentioned by both administrators and teachers implementing IGE. Approximately one principal in eight and one teacher in seven respond that understaffing was a dislike.

Only 2% of the administrators mention the cost of implementing IGE to be a problem.

Teachers are also concerned about the amount of planning time involved and the problems of meeting the needs of their students.

A concern of some administrators and teachers is the work load associated with IGE.

*Facilitators are specially trained people who work directly with the schools to initiate and foster the IGE program there.

**Such as: complaints about organizational structure (8%) and length of time to implement (5%).

***Such as: complaints about materials (8%) and length of time to implement (2%).

The benefits listed by principals outweighed their dislikes. When they were asked to list the benefits of having an IGE Facilitator, 85% listed such things as: support (36%), aid in implementation (9%), source of special help and materials (18%), evaluation (5%), sharing ideas between schools (19%), coordinating the program (6%), and other benefits (9%). There were about 15% who did not benefit from a Facilitator.

Most teachers feel the processes of IGE are effective for fast as well as slow learners and for culturally advantaged as well as culturally different students:

About three-quarters of the teachers interviewed felt IGE was equally effective for culturally advantaged children and culturally different children.

Do you feel that the IGE program works better for the fast learners, or slow learners, or does it work equally well for both? (37)

	Fast Learners	Slow Learners	Equal for both	No Answer
IGE works better for	20%	6%	72%	2%

Do you feel that the IGE program works better for the culturally advantaged children, culturally different children, or does it work equally well for both? (37)

	Culturally Advantaged Children	Culturally Different Children	Equal for Both	No Answer
IGE works better for	12%	6%	73%	10%

Attitudes in schools with "high" IGE implementation vs "low".

Attitudes of administrators, teachers, parents, and students are most positive in schools/Learning Communities that have implemented IGE to a higher degree. Those in IGE schools with "high" implementation scores (above 55%) responded more positively to these points than schools with 45% or below:

Plan to increase IGE implementation during the next five years. (10)

	High IGEness	Low IGEness
Administrators	93%	80%

The rate of implementation is "about right."

	High IGEness	Low IGEness
Teachers (32)	94%	78%

IGE is "excellent"—produces quality education.

	High IGEness	Low IGEness
Administrators (7)	83%	61%
Teachers (24)	59%	35%

One benefit from having an IGE Facilitator is that he stimulates sharing ideas between schools. (9).

	High IGEness	Low IGEness
Administrators	26%	13%

The school my child attends is better than most.

	High IGEness	Low IGEness
Parents (48)	50%	45%

Students like the way they do things at school.

	High IGEness	Low IGEness
Helping other kids with their work. (76)	84%	78%
Choose what you want to do. (76)	90%	86%
Work by yourself some of the time. (77)	91%	87%
Having more than one teacher. (74)	76%	74%*
Kids in class are older or younger. (75)	71%	67%
Help teachers decide what work you are to do. (75)	66%	64%*
Work with different groups during the day. (75)	86%	83%*
Do things in groups of two or three kids. (77)	83%	83%*

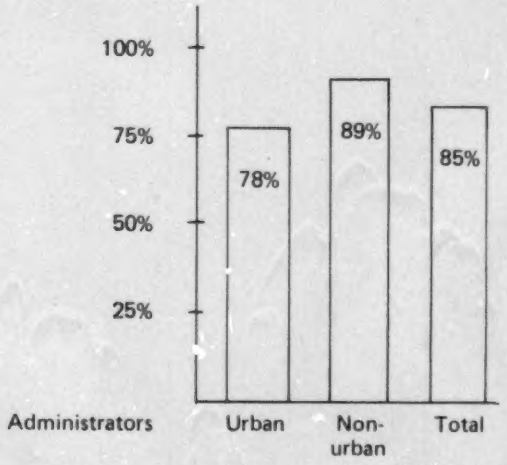
*Differences are not significant.

Students in IGE schools have more positive attitudes toward academic programs—most noticeable in the language arts and math areas.

Attitudes in Urban vs Non-Urban Schools

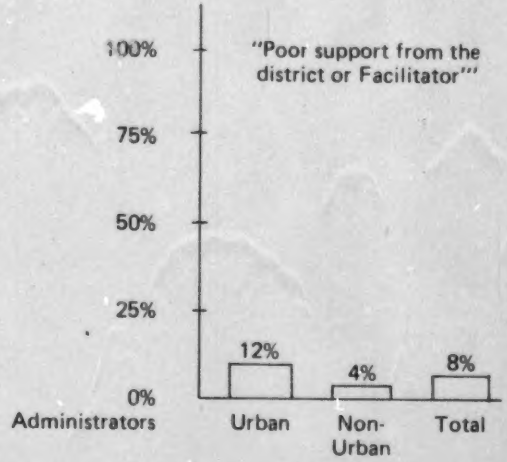
Acceptance of IGE is similar for administrators, teachers, parents, and students in urban and non-urban schools. There are a few exceptions.

Non-urban administrators more frequently plan to increase the level of IGE implementation during the next five years than do urban administrators (10):



Plan To Increase Implementation

Urban administrators more frequently mentioned poor support from the district or Facilitator as something they disliked about IGE than did non-urban administrators (2):



What Things Do You Dislike About The IGE Program?

In general, reactions to the program are equally positive in schools that have primarily white students and those with primarily non-white.

Reactions from parents and students regarding their general acceptance of IGE favor neither urban nor non-urban settings.

Schools with primarily white students compared to schools with primarily non-white students.

The number of administrators interviewed in schools with primarily non-white students is too small to use with meaning (See Table 1 on page 8.)

But the number of teachers in each subsample interviewed is sufficiently large to include in this report since two teachers were interviewed in each school or Learning Community.

The teachers' attitudes in white and non-white schools are similar on questions dealing with likes and dislikes of the program and their attitudes of how well IGE represents quality education. School ethnicity is not a factor with teachers' attitudes toward IGE concepts.

While both groups are positive, teachers in schools of primarily white ethnicity feel more comfortable about the rate their schools are adopting the program than teachers in schools with primarily non-white students.

Rate of IGE adoption is . . . (32)

	School Primarily White	School Primarily Non-white	Total
Too rapid	6%	13%	8%
About right	88%	78%	86%
Too slow	5%	9%	6%
No Answer	18%	-%	1%

Parents of children in primarily white schools more frequently say their school is better than most other elementary schools they know about:

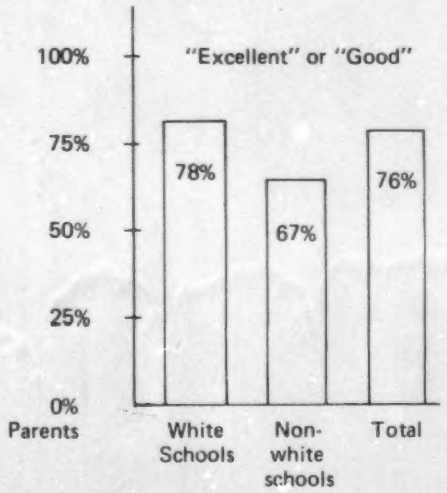
Is your school better than most? (48)

	Parents from Primarily White Schools	Parents from Primarily Non-white Schools
Better	50%	37%
About the same	31%	40%
Not as good	10%	11%
Don't know	9%	13%

Parents in primarily non-white schools express a greater interest or need to increase the amount of parent involvement in their schools than do the parents in primarily white schools. (64% of non-white schools compared to 48% of white schools.)

Parents in primarily white schools (81%) are more frequently aware their child's school is part of IGE than are parents in primarily non-white schools (66%) which may partially explain the differences in their general opinions about IGE.

Parents were very positive about IGE's "Instruction designed for each child's needs" and "Small group work."



What Is Your General Opinion Of IGE?

Parents react positively but differently about activities that are closely related to the IGE program. They were asked if they thought the activities are excellent, good, fair, or poor. Parents whose children attend schools with primarily white students respond "Excellent" or "Good" more frequently to all activities except "continuous evaluation of teachers." The two groups are equally positive about this activity (52-55):

	Parents Responding "Excellent" or "Good"		
Activity	School Ethnicity White	School Ethnicity Non-White	Total
Instruction designed for each child's needs	88%	80%	87%
Several teachers working with each child	82%	76%	81%
Use of special materials	91%	85%	90%
Small group work	90%	86%	89%
Each child learning to plan his own work	70%	65%	70%
Continuous evaluation of teachers' skills	79%	78%	79%
Multiage grouping	60%	54%	59%

Questions that asked the respondents to compare their schools to others yield more positive responses for primarily white schools. Those that asked about improvement in student behavior and academic performance yield more positive responses for the primarily non-white schools. (35, 36)

Do you think student academic performance is better, about the same, or poorer than before the IGE program was started? (35)

	School Ethnicity White	School Ethnicity Non-White	Total
Better	58%	63%	59%
About the same	26%	18%	24%
Poorer	3%	4%	3%
No Answer	13%	15%	14%

Since adopting IGE do you think student behavior has improved, stayed the same, or become worse? (36)

	School Ethnicity White	School Ethnicity Non-White	Total
Improved	25%	37%	27%
Stayed the same	51%	42%	49%
Become worse	14%	9%	13%
No answer	10%	13%	11%

How people feel about getting started with IGE

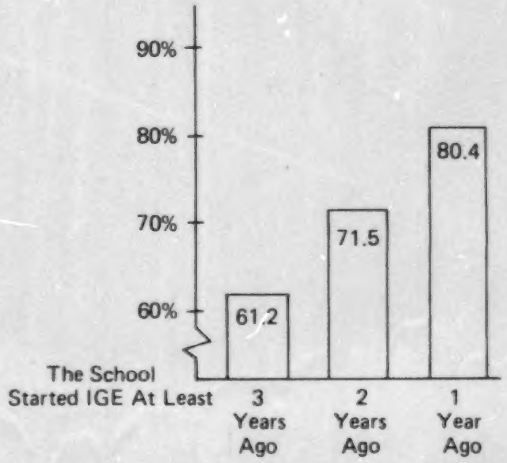
The /I/D/E/A/ Change Program has been refined since Facilitators and schools first began with IGE. Facilitators and /I/D/E/A/ staff have monitored, critiqued, and modified the ways they help schools get started, conduct inservice training, and implement the IGE outcomes.

Interview questions relating to the initial implementation steps yield responses that show the procedures used recently are more effective than those used before 1972. Survey results in schools that have adopted the program recently show more positive attitudes toward several factors: awareness, difficulty, the role of the Facilitator, teacher transfer, IGE inservice materials, IGE training for teachers, and initial parent acceptance.

We interpret these findings to mean that the more recent strategies are, at least in part, responsible for the increasingly positive attitudes toward the initial steps of working with IGE.

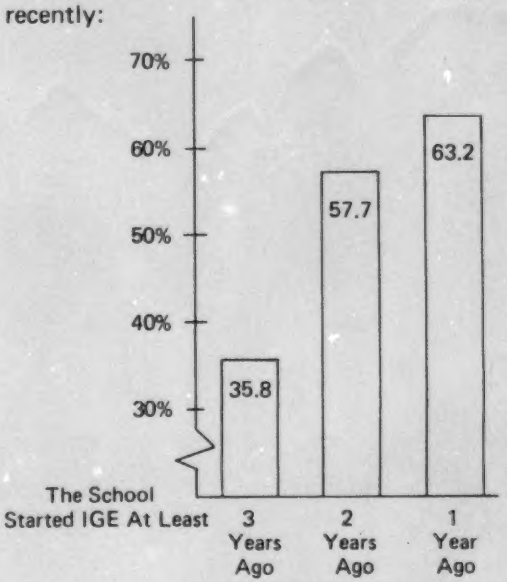
Training

More teachers in new IGE schools say they receive special training for IGE than do teachers who started IGE two or three years ago:



Percent Of Teachers Who Have Received Special IGE Training

The perceived quality of training offered teachers starting IGE is rated higher by teachers beginning the program more recently:

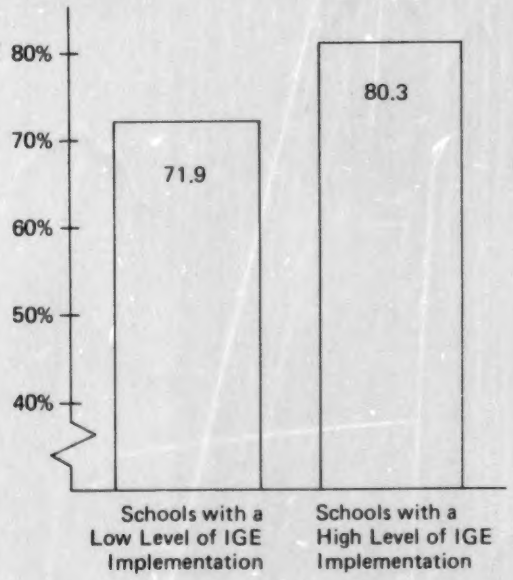


Percent Of Teachers That Say Their Training Was "Excellent" or "Good"

Teachers in new IGE schools generally rated the quality of their IGE training higher than did teachers in schools that started the program a few years before.

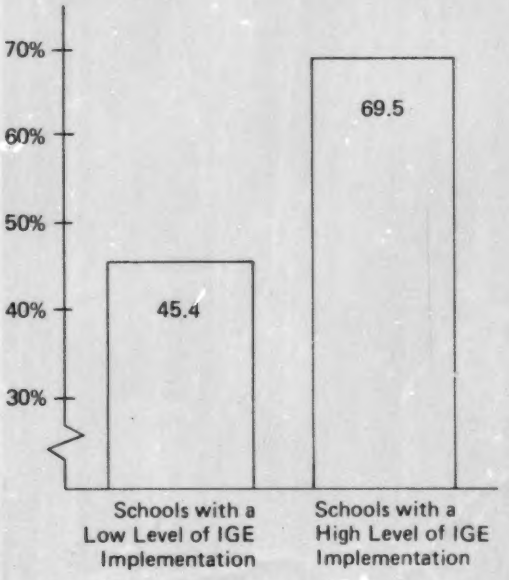
Relationship Between Training and Level of Implementation (28-31)

Teachers in "high" implementing schools more frequently say they had special training for IGE than those in "low" implementing schools:



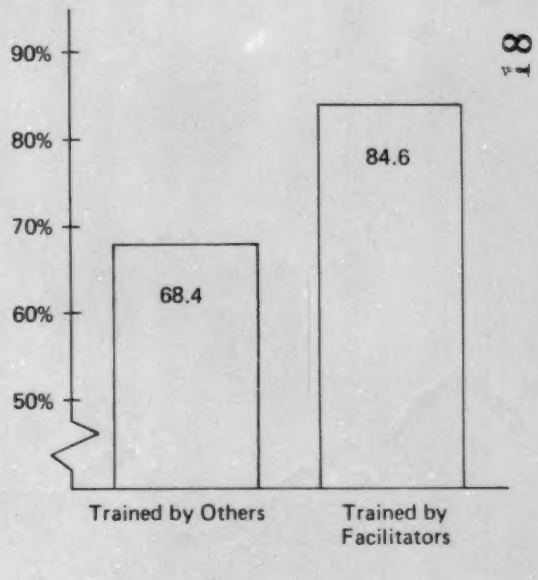
Percent Of Teachers Who Had Special IGE Training (28)

Teachers in "high" implementing schools more frequently rate their quality of training as "Excellent" or "Good" than those in "low" implementing schools:



Percent Of Teachers Who Said They Had "Excellent" or "Good" Training (29)

Cross-tabulating teacher responses shows that "Excellent" or "Good" training most frequently occurs when the Facilitator conducts it. In some cases the principal, a central office staff member other than a Facilitator, or a consultant conducted the training. This chart refers to these trainers as "Others":



Percent Of Teachers Who Say Their Training Was "Excellent" or "Good" (28)

IGE Materials

The IGE inservice materials and strategies for their use have been modified as a result of the past five years' experience.

Teacher attitudes toward the materials are more positive now than before. Seventy-three percent of the teachers starting IGE during the past two years feel the materials are "Excellent" or "Good" while only 36% of those starting earlier feel that way:

Teachers feel the IGE inservice materials are . . . (27)

Started IGE	3 years ago	2 years ago	1 year ago
Excellent or good	36%	73%	73%
Fair	39%	21%	17%
Poor	21%	1%	5%
No answer	5%	5%	5%

The more positive feelings could stem from the materials being more appropriate or more complete and current. The ways the more recent schools are using the materials or the need they have during the early steps of implementation may also affect their attitudes.

Teacher transfer does not happen as frequently in schools starting IGE more recently. Fewer principals and fewer teachers in schools more recently beginning the program know of teachers who left the school because of IGE.

Do you know any teachers who left this school because the IGE program was started? (8, 27)

Started IGE	3 years ago	2 years ago	1 year ago
Administrators	51%	37%	32%
Teachers	39%	27%	26%

Fewer teachers in schools more recently beginning IGE feel the change is very difficult than do teachers who began earlier:

Teachers feel changing to the IGE system is . . . (24)

Started IGE	3 years ago	2 years ago	1 year ago
Very difficult	22%	8%	8%
Somewhat difficult	48%	48%	63%
Not difficult	21%	36%	28%
No answer	9%	6%	1%

One explanation of why the teachers may feel this way is suggested by their attitudes toward the rate their schools are implementing the program:

Teachers feel their rate of adopting IGE is . . . (32)

Started IGE	3 years ago	2 years ago	1 year ago
Too rapid	13%	7%	7%
About right	84%	85%	88%
Too slow	3%	8%	4%

Orientation of Parents

Parents seem to have received a better orientation to IGE in schools recently beginning the IGE program than in schools that began the program several years ago.

More parents are aware of the program . . . and their initial feelings toward it are more positive:

Parents have heard of IGE and are aware their school is using it. (51)

Started IGE	3 years ago	2 years ago	1 year ago
Yes, have heard of IGE	64%	73%	74%
Aware school is using a program like IGE	67%	79%	80%

When IGE was first introduced parents thought the program was . . . (56)

Started IGE	3 years ago	2 years ago	1 year ago
Excellent or good	40%	52%	55%
Fair	13%	15%	13%
Poor	13%	7%	7%
Don't know, no answer	35%	26%	25%

In schools with a high degree of IGE implementation, about three-quarters of the parents felt their child's academic performance was better than before the program.

How people feel about the effects of IGE on students and the school

This section of the study reports attitudes about the effects of IGE on students and the school. Issues covered include: student academic performance, students' attitudes toward school, student behavior, students' attitudes toward their teachers, and differences between the sub-groups of the study.

Academic Performance

A majority of parents (88%) are positive in their feelings about their children's progress in school. Eight percent are somewhat dissatisfied and 3% are very dissatisfied. (1% did not answer).

To follow-up on this response, parents were asked to compare how well their children had done in school this year and last year. Their responses were cross tabulated with the number of years the children had been in a school participating in IGE:

How well has your child done in school this year compared to last? (42)

	YEARS CHILD IN IGE		
	One Year	More than One Year	Total Parents
Learned more	38%	52%	43%
About the same	23%	33%	26%
Learned less	4%	4%	4%
No answer/not in this school last year	35%	11%	27%

Teachers rated the academic performance of their students before and since beginning IGE Implementation with these results:

Since beginning IGE student academic performance is . . . (35)

	Degree of Implementation		Total Teachers
	High	Low	
Better	76%	53%	59%
About the same	13%	25%	24%
Poorer	0%	5%	3%
No answer	11%	17%	14%

A significantly larger number of teachers feel that students are learning and performing better since IGE was initiated. This is especially true in schools implementing **most** of the IGE program outcomes (high implementation) compared to schools that haven't (low). Seventy-six percent of the teachers in the high implementing schools feel that student academic performance has improved while **none** feel it is "poorer." For low implementing schools analogous figures are: 53% say "better" and 5% say "poorer."

Students' Attitudes Toward School

Attitudes of students toward their academic programs are more positive this year than before. There is a more noticable shift in their attitudes toward language arts and mathematics than toward such things as field trips, teachers, or changing classes:

What have you liked most about the way things were done at school? (65, 68)

	This Year	Before This Year
Mathematics	23%	7%
Language Arts	19%	8%
Gym	14%	6%
Arts	11%	5%
Changing classes	10%	4%
Teachers	9%	8%
Field Trips	3%	2%

Parents were also asked about their children's attitudes toward school. They feel their children like the teachers and the school better this year than last:

Has your child enjoyed school more this year than last? Has your child liked the teachers more this year? (43)

	More This Year	About The Same	More Last Year	Does Not Apply
Child has liked the teachers	26%	42%	5%	27%
Child has enjoyed school	36%	33%	5%	26%

Between 26 and 27 percent of the students were not in these grades last year so their responses do not apply

Students react even more positively to their schools and their teachers than do their parents. They were asked to compare their feelings toward school, learning, their subjects, their teachers, and other students with last year. Their responses more frequently favor "this year" for each item:

Compared to last year, how do you feel about school this year? (72)

	More This Year	About The Same	More Last Year	Does Not Apply
Enjoyed school	43%	31%	8%	18%
Learned	63%	16%	3%	18%
Subjects Interesting	57%	20%	5%	18%
Like teachers	34%	40%	8%	18%
Like other kids	33%	42%	7%	18%

Eighteen percent of the students were too young to have been in school last year so their responses do not apply.

Student Behavior

Student behavior more frequently improves than it becomes worse when schools participate in IGE. Improvement is more frequently reported by teachers in schools that are primarily non-white (37%) compared to white (25%):

Since the adoption of the IGE program, do you think student behavior has improved, stayed the same, or become worse? (36)

	Degree of IGE		School Ethnicity		Total
	High	Low	White	Non-White	Teachers
Improved	35%	26%	25%	37%	27%
Stayed the same	48%	52%	51%	42%	49%
Become worse	11%	11%	14%	9%	13%
No answer	6%	11%	10%	13%	11%

Improved student behavior was also reported more frequently in high implementing (35%) schools than in low (26%).

Students and teachers in 1,200 schools across the U.S. are now implementing the /I/D/E/A/ Change Program for IGE.

Summary

Schools included in this study are participating in IGE by directing their inservice efforts toward adopting the 35 IGE outcomes. No school, however, has implemented all the outcomes.

The average degree of IGE implementation in the schools included in this study is 49%—ranging from 30 to 75% implementation. Conclusions of our study, therefore, are confined to statements about schools undergoing change—not effects of IGE fully installed.

Conclusions we draw from this study are based on data collected through face-to-face interviews. Statements about such things as student behavior, how well students learn, and the general effectiveness of the program are opinions of the respondents. The conclusions should be interpreted with this in mind.

The study is **not** longitudinal. Though the study spanned two school years, the same people were not included (except by chance) in the two phases of the study. We have not offered conclusions regarding how attitudes change with time as a school or Learning Community participates in IGE.

Within these limits, then, we believe these conclusions are appropriate:

1. General attitudes of administrators, teachers, parents, and students are positive toward IGE. They support the inservice training, the educational concepts, the organization, and the overall effects of the program.

2. Implementation strategies for initiating IGE are improving. Attitudes of administrators, teachers, and students toward methods of orienting and training are more positive in schools that use the more recent strategies than in those who used earlier procedures.

3. Administrators and students in schools that have participated in IGE for three or more years feel more positive about the educational concepts of IGE than those in the program only one or two years.

4. Administrators, teachers, parents, and students are more positive about the program in schools that have implemented most of the IGE outcomes. The degree of implementation is consistently related to positive feelings, effects on students, acceptance, and commitment to the program.

5. In general, the attitudes of administrators, teachers, parents, and students in urban and non-urban schools are equally positive.

6. The majority of teachers believe IGE processes work equally well for slow and fast learners and for culturally advantaged and culturally different learners.

7. Attitudes of parents and students toward the program and its effects are more positive where students have attended an IGE school for more than one year.

8. In general, reactions to the program are equally positive in schools that have primarily white students and those that are primarily non-white.

9. Implementing IGE can result in perceived administrator and teacher over-loads especially when the rate of change, the level of support, or the sequence of adoption are not appropriate to the capabilities and resources of participating schools.

Where to write for more information

If you'd like to examine the Belden Associates study, write and ask for "Individually Guided Education: National Evaluation Study Revised Computer Printout 1972-1973, 1973-1974." The cost is $7.45 (plus postage), and the address is:

Belden Associates
National Evaluation Study on IGE
2900 Turtle Creek Plaza
Dallas, Texas 75219

The address for the interviewing specifications is:

Belden Associates
Interviewing Specifications
2900 Turtle Creek Plaza
Dallas, Texas 75219

If you'd like more information about the /I/D/E/A/ Change Program for IGE, write:

/I/D/E/A/
5335 Far Hills Avenue
Dayton, Ohio 45429

Appendix A

TIME INTERVIEW STARTED: INTERVIEWER NUMBER:

Hello, I am _____ with Belden Associates. We are conducting a nationwide study of the Individually Guided Education program for the Institute for Development of Educational Activities.

Your school, (NAME OF SCHOOL FROM LIST) has been selected scientifically as one to be included in the study. We will be interviewing teachers, parents, and students from your school over the next several days. This type of study is one of the features of the IGE program and is an important factor for the program's success.

(MAKE APPOINTMENT TO INTERVIEW ADMINISTRATOR AT MUTUALLY CONVENIENT TIME. IF HE REFUSES INTERVIEW OR REFUSES PERMISSION TO TALK TO TEACHERS, PARENTS, OR STUDENTS, CONTACT BELDEN ASSOCIATES IMMEDIATELY.)

1a. First, I would like to ask you both what you like and dislike about the IGE program. What do you like about the IGE program? (PROBE:) What other things do you like about IGE?

b. What do you dislike about the IGE program? (PROBE:) What other things do you dislike about IGE?

2. I'm going to read you some words that might be used to describe different educational programs. For each word please tell me if you think that word describes the IGE program very much, somewhat, or not at all.

		VERY MUCH	SOMEWHAT	NOT AT ALL	DON'T KNOW
a.	Imaginative	1	2	3	4
b.	Progressive or enhancing	5	6	7	8
c.	Complex	9	0	X	Y
d.	Stimulating	1	2	3	4
e.	Exciting	5	6	7	8
f.	Efficient	9	0	X	Y
g.	Successful	1	2	3	4

3a. In what way is your administrative role in an IGE system different from any other administrative experience you may have had in the past?

25

b. Based on your own ideas of what produces quality education, would you say that IGE is excellent, good, fair, or poor?
EXCELLENT 1
GOOD 2
FAIR 3
POOR 4
DON'T KNOW, OR NO ANSWER 5

4. Would you say that changing to the IGE system of teaching was very difficult, somewhat difficult, or not at all difficult for most teachers?
VERY DIFFICULT 1
SOMEWHAT DIFFICULT. 2
NOT AT ALL DIFFICULT. 3
DON'T KNOW, OR NO ANSWER. 4

5. Do you know of any teachers who left this school b[e]-
YES 5
NO 6

6. What are the benefits of having an IGE facilitator in your geographic area?

7. During the next five years do you expect to increase IGE implementation, continue at the present level, or decrease the level of implementation of IGE?
INCREASE 1
ABOUT THE SAME 2
DECREASE 3
DON'T KNOW, OR NO ANSWER. 4

8. In what ways, if any, do you plan to change your use of the IGE program? (PROBE:) Is there anything else you expect to change?

9. How long have you been associated with an IGE school?
1 YEAR. 1
2 YEARS 2
3 YEARS 3
4 YEARS 4
5 YEARS 5
6 YEARS 6
7 YEARS 7
8 YEARS 8
9 YEARS 9
10 YEARS OR MORE. . . 0
DON'T KNOW, OR NO ANSWER. X

Thank you very much for this interview; all I need now is a little information to help classify this interview.

A. In all, how many elementary level teachers do you have in this school?
4 OR LESS 1
5 - 12 2
13 - 20 3
21 OR MORE. 4

B. (SHOW CARD A) What is the proportion of students in each of these ethnic groups in your school?
WHITE. . . . . _____
BLACK . . . . . _____
LATIN (CUBAN, MEXICAN AMERICAN, PUERTO RICAN) . . . . . _____
OTHER ETHNIC GROUPS (ORIENTAL, INDIAN, ETC.) _____

C. What is your exact job title or description? (PROBE:) What type of work do you do in the school system?
SUPERINTENDENT. 1
PRINCIPAL 2
ASSISTANT PRINCIPAL . 3
OTHER (Specify:) _____ 4

D. Let me be sure I have your correct name, in case the office wants to check my work.
(READ FROM LIST PROVIDED -- RECORD CORRECT NAME ABOVE.)
NAME:

E. The address here is? ADDRESS:
CITY:
ZIP:

F. May I have your telephone number, in case the office wants to check my work?
AREA CODE:
PHONE #:
NO PHONE X
REFUSED . . . . . Y

That is all; thank you for the interview.

G. ETHNICITY:
WHITE 1
BLACK 2
LATIN (CUBAN, MEXICAN AMERICAN, PUERTO RICAN) 3
OTHER (ORIENTAL, INDIAN, ETC.) 4

H. SEX:
MALE 5
FEMALE 6

I. DATE:

TIME INTERVIEW ENDED: _____
INTERVIEW LENGTH: _____ MINUTES

Belden Associates -- Job 1-42 SCHOOL SURVEY Teacher Questionnaire #:

TIME INTERVIEW STARTED: INTERVIEWER NUMBER:

Hello, my name is _____ with Belden Associates. We are doing a nationwide study on educational programs, and we would like to talk to you for a few minutes. Our records show that you teach at (NAME OF SCHOOL). Is that correct? (IF NO LONGER TEACHES AT SCHOOL INDICATED ON LIST, DISCONTINUE INTERVIEW.) This study is sponsored by the Institute for Development of Educational Activities, and we have your school administration's full cooperation in conducting these interviews. Of course, your interview is confidential and no one in your school district will see your answers.

1a. First, I would like to ask you both what you like and dislike about teaching in a school with Individually Guided Education (IGE). What do you like about the IGE program? (PROBE:) What other things do you like about IGE?

b. What do you dislike about the IGE program? (PROBE:) What other things do you dislike about IGE?

2. I'm going to read you some words that might be used to describe different educational programs. For each word please tell me if you think that word describes the IGE program, very much, somewhat, or not at all.

	VERY MUCH	SOMEWHAT	NOT AT ALL	DON'T KNOW
a. Imaginative	1	2	3	4
b. Progressive or enhancing	5	6	7	8
c. Complex	9	0	X	Y
d. Stimulating	1	2	3	4
e. Exciting	5	6	7	8
f. Efficient	9	0	X	Y
g. Successful	1	2	3	4

3a. Would you say that changing to the IGE system of teaching was very difficult, somewhat difficult, or not at all difficult for you?

VERY DIFFICULT 1
SOMEWHAT DIFFICULT 2
NOT AT ALL DIFFICULT 3
DON'T KNOW, OR NO ANSWER 4

b. In what way is your teaching role in an IGE system different from any other teaching system that you may have worked with in the past?

c. Based on your own ideas of what produces quality education, would you say that IGE is excellent, good, fair, or poor?

EXCELLENT 1
GOOD 2
FAIR 3
POOR 4
DON'T KNOW, OR NO ANSWER 5

4. Do you know any teachers who left this school because the IGE program was started?

YES 1
NO 2

5. Do the teachers in your unit work together as a team, or do they each take care of their own duties and interests?

WORK TOGETHER 1
WORK INDIVIDUALLY 2
NOT ASSIGNED TO UNIT 3
NO ANSWER 4

6. And would you say that the IGE in-service materials that you receive are excellent, good, fair, or poor?

EXCELLENT 1
GOOD 2
FAIR 3
POOR 4
DON'T RECEIVE MATERIALS 5
DON'T KNOW, OR NO ANSWER 6

7a. Did you receive any special training for the IGE program?

YES 1
NO (GO TO Q. 8a) 2

b. Who led the special training?

TRAINED BY LEAGUE FACILITATOR 3
TRAINED BY SCHOOL PRINCIPAL 4
TRAINED BY SCHOOL CENTRAL OFFICE ADMINISTRATOR. 5
OTHER (Specify:) _____
DON'T KNOW, OR NO ANSWER 0

c. In general, would you say that this training is excellent, good, fair, or poor?

EXCELLENT 1
GOOD 2
FAIR 3
POOR 4
DON'T KNOW, OR NO ANSWER (GO TO Q. 8a) 5

d. Why do you say that?

page twenty-seven

8a. Would you say that your school is adopting the IGE program too rapidly, about as fast as it should, or too slowly?

TOO RAPIDLY 1
ABOUT RIGHT 2
TOO SLOWLY 3
DON'T KNOW, OR NO ANSWER (GO TO Q. 9) 4

b. And why do you say that?

9. Since the IGE program has been introduced at your school, do you feel it made it possible for you to do a better job as a teacher, has it made no difference, or has it kept you from doing as good a job?

BETTER JOB NOW. 1
NO DIFFERENCE 2
KEPT FROM DOING GOOD JOB 3
DON'T KNOW, OR NO ANSWER 4

10. Do you feel that the other teachers in your unit are more effective, about the same, or less effective as teachers than before the IGE program was started?

MORE EFFECTIVE 1
ABOUT THE SAME 2
LESS EFFECTIVE 3
DON'T KNOW, OR NO ANSWER 4

11. Do you think that student academic performance is better, about the same, or poorer than before the IGE program was started?

BETTER 5
ABOUT THE SAME 6
POORER 7
DON'T KNOW, OR NO ANSWER 8

12. Do you think that your students enjoy school more, less, or about the same as they did before the IGE program started at your school?

ENJOY MORE 1
ABOUT THE SAME 2
ENJOY LESS 3
DON'T KNOW, OR NO ANSWER 4

13. Since the adoption of the IGE program, do you think student behavior has improved, stayed the same, or become worse?

IMPROVED 1
STAYED THE SAME 2
BECOME WORSE 3
DON'T KNOW, OR NO ANSWER 4

14a. Do you feel that the IGE program works better for the fast learners, or slow learners, or does it work equally well for both types?

FAST LEARNERS 1
SLOW LEARNERS 2
EQUAL FOR BOTH 3
DON'T KNOW, OR NO ANSWER 4

b. Do you feel that the IGE program works better for culturally advantaged children, culturally different children, or does it work equally well for both?

CULTURALLY ADVANTAGED CHILDREN 5
CULTURALLY DIFFERENT CHILDREN 6
EQUAL FOR BOTH 7
DON'T KNOW, OR NO ANSWER 8

15. (SHOW CARD A) What is the proportion of students in each of these ethnic groups in your school?

WHITE . . . . . _____
BLACK . . . . . _____
LATIN (CUBAN, MEXICAN AMERICAN, PUERTO RICAN) . . . . . _____
OTHER ETHNIC GROUPS (ORIENTAL, INDIAN, ETC.) . . . . . _____

16. How long have you been associated with an IGE school?

1 YEAR 1
2 YEARS 2
3 YEARS 3
4 YEARS 4
5 YEARS 5
6 YEARS 6
7 YEARS 7
8 YEARS 8
9 YEARS 9
10 YEARS 0
DON'T KNOW, OR NO ANSWER X

All I need now is a little information to help to classify this interview.

A.. Let me be sure I have your correct name, in case the office wants to check my work.
(READ FROM LIST PROVIDED -- RECORD CORRECT NAME ABOVE.)

NAME:

B. The address here is? ADDRESS:

CITY: ZIP:

C. May I have your telephone number, in case the office wants to check my work?

AREA CODE: _____ PHONE #: _____
NO PHONE . . . . . X REFUSED . . . . . Y

That is all, and we thank you for the interview.

D. ETHNICITY:
WHITE 1
BLACK 2
LATIN (CUBAN, MEXICAN AMERICAN, PUERTO RICAN) 3
OTHER (ORIENTAL, INDIAN, ETC.) 4

E. SEX:
MALE 5
FEMALE 6

F. DATE:

TIME INTERVIEW ENDED: _____ INTERVIEW LENGTH: _____ MINUTES

Belden Associates -- Job 1-42 SCHOOL SURVEY Parent Questionnaire #:

TIME STARTED: INTERVIEWER NUMBER:

Hello, my name is _____ with Belden Associates, a research company, and we are conducting a national survey about elementary school education. We want to ask you a few questions.

1. Our records indicate that you have a child named (CHILD'S FIRST NAME) who attends (SCHOOL NAME) elementary school. Did the child attend that school this past year?
   YES (CONTINUE)
   NO (TERMINATE INTERVIEW)

2. Did your child attend this school before August, 1973?
   YES 1
   NO (GO TO Q. 4) 2
   DON'T KNOW, OR NO ANSWER 3

3a. We would like for you to tell us how well your child has done in school this year, compared to last year. This year, has your child learned more, less, or about the same as last year? (PROBE:) Well, how about the grades?
   MORE NOW 4
   ABOUT THE SAME 5
   LESS NOW 6
   DON'T KNOW, OR NO ANSWER 7
   DID NOT ATTEND SCHOOL LAST YEAR (GO TO Q. 4). 8

b. This year, has your child liked the teachers at school more, less, or about the same as last year?
   MORE NOW 9
   ABOUT THE SAME 0
   LESS NOW X
   DON'T KNOW, OR NO ANSWER ..... Y

c. This year, do you think your child has enjoyed school more, less, or about the same?
   MORE THIS YEAR..... 1
   ABOUT THE SAME 2
   LESS THIS YEAR..... 3
   DON'T KNOW, OR NO ANSWER 4

4. Over-all, would you say that you are very satisfied, somewhat satisfied, somewhat dissatisfied, or very dissatisfied with your child's progress in school this year?
   VERY SATISFIED..... 5
   SOMEWHAT SATISFIED . 6
   SOMEWHAT DISSATISFIED 7
   VERY DISSATISFIED 8
   DON'T KNOW, OR NO ANSWER 9

5. As you know, there are certain activities that parents can participate in as part of their child's educational program. Some of these would include attending PTA and other school meetings, attending school board meetings, visiting your child's teachers, or perhaps taking students on field trips.

   Doyou think that parents at your child's school should participate more, less, or about the same as they do now?
   MORE..... 1
   ABOUT THE SAME 2
   LESS..... 3
   DON'T KNOW, OR NO ANSWER 4

6a. Thinking about the school that your child attends compared with other schools that you know of, would you say that it is better than most other elementary schools, about the same, or not as good as other elementary schools?
   BETTER 1
   ABOUT THE SAME 2
   NOT AS GOOD 3
   DON'T KNOW, OR NO ANSWER (GO TO Q. 7a) 4

b. Why do you say that? (PROBE:) What other reasons do you have?

7a. Is (NAME OF SCHOOL) different from other elementary schools in any way that you know of?
   YES 1
   NO (GO TO Q. 8a) 2

b. In what way?
   INDIVIDUALLY GUIDED EDUCATION SCHOOL (GO TO Q. 9) 3
   OTHER (Specify:) _____ 4

8a. Have you ever heard of the Individually Guided Education or "IGE" Program for elementary schools?
   YES 1
   NO 2
   DON'T KNOW, OR NO ANSWER 3

b. Did you know that (NAME OF SCHOOL) is part of the Individually Guided Education Program?
   YES 4
   NO 5

9. (SHOW CARD A) Here is a list of activities that might be a part of an educational program. For each activity listed, please tell me if you think the activity is excellent, good, fair, or poor?

		EXCELLENT	GOOD	FAIR	POOR	DON'T KNOW
a.	INSTRUCTION DESIGNED FOR EACH CHILD'S NEEDS	1	2	3	4	5
b.	SEVERAL TEACHERS WORKING WITH EACH CHILD	6	7	8	9	0
c.	USE OF SPECIAL MATERIALS	1	2	3	4	5
d.	SMALL-GROUP WORK	6	7	8	9	0
e.	EACH CHILD LEARNING TO PLAN HIS OWN WORK	1	2	3	4	5
f.	CONTINUOUS EVALUATION OF TEACHER'S SKILLS	6	7	8	9	0
g.	MULTI-AGE GROUPING	1	2	3	4	5

10a. When it was first introduced, did you think the IGE program was excellent, good, fair, or poor?

EXCELLENT 1
GOOD 2
FAIR 3
POOR 4
DON'T KNOW, OR NO ANSWER (GO TO Q. 11) 5

b. Why did you feel that way?

11. Were you familiar with the teaching methods used at your child's school before the IGE program was started there?

YES 1
NO (GO TO Q. 13) 2
DON'T KNOW, OR NO ANSWER (GO TO Q. 13) 3

12. (SHOW CARD B) Looking at this card, which would you say best describes the way you felt about this school before the IGE program and how you feel now?

BETTER NOW 1
ABOUT THE SAME 2
BETTER BEFORE 3
DON'T KNOW, OR NO ANSWER 4

13. We want to get your general opinion of the IGE program, as currently being carried out in the school your child attends -- would you say it is excellent, good, fair, or poor?

EXCELLENT 1
GOOD 2
FAIR 3
POOR 4
DON'T KNOW, OR NO ANSWER 5

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14. (SHOW CARD C) Listed on this card are several words that might be used to describe an educational program. For each word, please tell me if you think that word describes the IGE program very much, somewhat, or not at all.

		VERY MUCH	SOMEWHAT	NOT AT ALL	DON'T KNOW
a.	IMAGINATIVE	1	2	3	4
b.	STIMULATING	5	6	7	8
c.	EXCITING	9	0	X	Y
d.	EFFICIENT	1	2	3	4
e.	SUCCESSFUL	5	6	7	8

All I need now is a little information on your household to help classify this questionnaire.

A. Let me be sure that I have your correct name, in case the office wants to check my work. NAME:

B. The address here is: ADDRESS: CITY: ZIP:

C. May I ask your phone number in case the office wants to check my work? AREA CODE: PHONE #:
HAVE NO TELEPHONE . . X REFUSED . . . . . Y

Thank you very much for this interview.

D. ETHNICITY:

WHITE 1
BLACK 2
LATIN (CUBAN, MEXICAN AMERICAN, PUERTO RICAN) . 3
OTHER (ORIENTAL, INDIAN, ETC.) 4

E. SEX OF RESPONDENT: MALE . . . . . 5 FEMALE 6

F. DATE:

TIME INTERVIEW ENDED: INTERVIEW LENGTH: MINUTES

Belden Associates -- Job 1-42 SCHOOL SURVEY Children's Questionnaire #:

TIME INTERVIEW STARTED: _____ INTERVIEWER NUMBER: _____

Hello, my name is _____, and I want to ask you a few questions about your school.

1. What is the name of the school that you have been going to? SCHOOL: _____
(BE SURE SCHOOL NAME IS THE SAME AS THE SCHOOL NAME ON THE LIST PROVIDED. IF NOT, SOLVE DISCREPANCY.)

2. What have you liked most about the way things were done at school this year? (PROBE)

3. Not counting kindergarten, how many years have you been going to school? ONE (GO TO Q. 8)... 1 2, 3, 4, 5, 6 OR MORE

4. Before this year, what did you like most about the way things were done at school?

5. In what ways has the school this year been different from last year? (PROBE:) In what other ways has it been different?

6a. Compared to last year, have you enjoyed school more, less, or about the same this year?
MORE NOW. 1
ABOUT THE SAME 2
LESS NOW 3
DON'T KNOW, OR NO ANSWER 4

b. Compared to last year, do you think you have learned more, less, or about the same this year?
MORE NOW. 5
ABOUT THE SAME 6
LESS NOW 7
DON'T KNOW, OR NO ANSWER 8

c. Compared to last year, do you think your subjects have been more interesting, less interesting, or about the same this year?
MORE INTERESTING NOW. 9
ABOUT THE SAME 0
LESS INTERESTING NOW X
DON'T KNOW, OR NO ANSWER . . . . . Y

7a. Compared to last year, do you like your teachers more, less, or about the same this year?
MORE NOW. 1
ABOUT THE SAME 2
LESS NOW. 3
DON'T KNOW, OR NO ANSWER 4

b. Compared to last year, do you like the other kids in school more, less, or about the same this year?
MORE NOW. 5
ABOUT THE SAME 6
LESS NOW 7
DON'T KNOW, OR NO ANSWER 8

(CONTINUE ON BACK)

8. Do you like having more than one teacher help you with your work?

HAS ONLY ONE TEACHER 1
YES 2
NO 3
DON'T KNOW, OR NO ANSWER 4

9. There are a lot of different things that some kids do at school and other kids do not get to do. If you do not do any of the things I ask about just tell me you don't do them.

	DO, LIKE	DO, DISLIKE	DOES NOT DO THIS	DON'T KNOW, NO ANSWER
a. First, do you have any kids in your class or unit who are a year or two younger or older than you? (IF YES, ASK:) Do you like that?	1	2	3	4
b. Do you like helping the teachers decide what work you are to do?	5	6	7	8
c. How about working with a different group of kids during the day? (Do you like to do that?)	9	0	X	Y
d. Helping other kids with their work? (Do you like that?)	1	2	3	4
e. Do you like to choose what you will study?	5	6	7	8
f. Do you like it when the teacher lets you choose what you want to do sometimes?	9	0	X	Y
g. How about doing things in groups of two or three kids? (Do you like it?)	1	2	3	4
h. Do you like to work by yourself some of the time?	5	6	7	8

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10. Which of your subjects this year have been part of IGE, the Individually Guided Education program?

NONE, NOT IN IGE PROGRAM ..... N

11a. Did you go to the same school this year that you went to the year before?

YES 1
NO 2
NOT IN SCHOOL LAST YEAR (GO TO Q. A) 3

b. Were any of your school subjects part of the IGE program last year?

YES 4
NO 5
DON'T KNOW, OR NO ANSWER 6

A. Let me be sure that I have your name down correctly. NAME:

Thank you.

SEX: MALE 1
FEMALE 2

ETHNICITY:
WHITE 1
BLACK 2
LATIN (CUBAN, MEXICAN AMERICAN, PUERTO RICAN) 3
OTHER (ORIENTAL, INDIAN, ETC.) 4

COPY DEMOGRAPHIC CHARACTERISTICS FROM PARENT'S QUESTIONNAIRE, NUMBER: _____

33

DATE:

TIME INTERVIEW ENDED: _____ INTERVIEW LENGTH: _____ MINUTES

Appendix B

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QUESTIONS 7A,B -- IS (NAME OF SCHOOL), DIFFERENT FROM OTHER ELEMENTARY SCHOOLS IN ANY WAY THAT YOU KNOW OF. (IF YES) IN WHAT WAY.

PARENTS -- 1972-74

1972 - 1974 SCHOOL YEARS

		SCHOOL'S LCTN		SCHOOL'S/UNIT'S IGE'NESS			YRS IN IGE--		YRS SCHOOL IN IGE---		
	TOTAL	URBAN	NON-URBAN	HIGH	MEDIUM	LOW	ONE YR	MRE THN ONE YR	ONE YR	TWO YRS	THREE OR MORE
BASE	2932	1122	1808	1011	985	934	1857	1075	1368	1217	347
PERCENT	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
YES, SCHOOL IS DIFFERENT --	1682	697	983	613	568	499	1060	622	770	702	210
	57.4	62.1	54.4	60.6	57.7	53.4	57.1	57.9	56.3	57.7	60.5
INDIVIDUALLY GUIDED EDUCATION SCHOOL(IGE)	886										131
	30.2										37.8
GENERAL REFERENCE TO NEW PROGRAM	140										15
	4.8										4.3
TEAM TEACHING	87										6
	3.0										1.7
INDIVIDUALIZED	61										9
	2.1										2.6
MULTI-AGE GROUPING	41										
	1.4										
SMALL GROUPS	28										
	1.0										
TEACHERS WORK TOGETHER	54										
	1.8										
EACH CHILD LEARNS AT HIS OWN RATE	47										
	1.6										
OPEN CLASSES	98										24
	3.3										6.9
OTHER WAYS	342	117	225	117	112	113	216	126	155	162	25
	11.7	10.4	12.4	11.6	11.4	12.1	11.6	11.7	11.3	13.3	7.2
NO, SCHOOL IS NOT DIFFERENT	1250	425	825	398	417	435	797	453	598	515	137
	42.6	37.9	45.6	39.4	42.3	46.6	42.9	42.1	43.7	42.3	39.5

DEFINITIONS to aid in interpreting the printout tables:

QUESTION: The basis for the table is the replies to the question quoted at the top of the table. Sometimes more than one question is used for a single table.

BASE: Description of the population used for tabulating the table, such as Administrators, Teachers, Parents, or Children.

HEADINGS: The groupings or breakdowns of respondents by which the results are tabulated (such as Total, Urban, or Non-urban).

STUBS: Labels down the left side of table, one for each row of results, usually answers to the question.

RESULTS: The number of weighted interviews, and percentages immediately below.

QUESTION 38 -- BASED ON YOUR OWN IDEAS OF WHAT PRODUCES QUALITY EDUCATION, WOULD YOU SAY THAT IGE IS EXCELLENT, GOOD, FAIR, OR POOR.

ADMINISTRATORS -- 1972-74

1972 - 1974 SCHOOL YEARS

		SCHOOL'S LCTN		SCHOOL'S/UNIT'S IGE'NESS			PRIMARY ETHNCTY OF SCHOOL		YRS SCHOOL IN IGE		
	TOTAL	URBAN	NON-URBAN	HIGH	MEDIUM	LOW	WHITE	NON-WHITE	ONE YR	TWO YRS	THREE OR MORE
BASE	303	121 *	182 *	106 *	103 *	94 *	241	62 **	145 *	123 *	35 ***
PERCENT	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
EXCELLENT	223	86	137	88	78	57	178	45	98	98	27
	73.6	71.1	75.3	83.0	75.7	60.6	73.9	72.6	67.6	79.7	77.1
GOOD	74	33	41	14	25	35	59	15	45	23	6
	24.4	27.3	22.5	13.2	24.3	37.2	24.5	24.2	31.0	18.7	17.1
FAIR	2		2			2	2			2	
	.7		1.1			2.1	.8			1.6	
POOR											
DON'T KNOW, OR NO ANSWER	4	2	2	4			2	2	2		2
	1.3	1.7	1.1	3.8			.8	3.2	1.4		5.7

* Results in this column relatively unstable because of small sample base.

** Extremely small sample base -- interpret percentages with caution.

***Base for this column too small to produce meaningful results.

QUESTION 12 -- DO YOU THINK THAT YOUR STUDENTS ENJOY SCHOOL MORE, LESS, OR ABOUT THE SAME AS THEY DID BEFORE THE IGE PROGRAM STARTED AT YOUR SCHOOL.

QUESTION 13 -- SINCE THE ADOPTION OF THE IGE PROGRAM, DO YOU THINK STUDENT BEHAVIOR HAS IMPROVED, STAYED THE SAME, OR BECOME WORSE.

TEACHERS 1972-74

1972 - 1974 SCHOOL YEARS

	TOTAL	SCHOOL'S LCTN URBAN	SCHOOL'S LCTN NON-URBAN	SCHOOL'S/UNIT'S IGE'NESS HIGH	SCHOOL'S/UNIT'S IGE'NESS MEDIUM	SCHOOL'S/UNIT'S IGE'NESS LOW	PRIMARY ETHNCTY OF SCHOOL WHITE	PRIMARY ETHNCTY OF SCHOOL NON-WHITE	YRS SCHOOL IN IGE--- ONE YR	TWO YRS	THREE OR MORE
BASE	586	226 *	360	203 *	198 *	185 *	474	112 *	280	239	67 *
PERCENT	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
STUDENTS ENJOY SCHOOL MORE	437	168	269	170	142	125	356	81	204	184	49
	74.6	74.3	74.7	83.7	71.7	67.6	75.1	72.3	72.9	77.0	73.1
ABOUT THE SAME	80	38	42	20	26	34	66	14	55	19	6
	13.7	16.8	11.7	9.9	13.1	18.4	13.9	12.5	19.6	7.9	9.0
LESS	10		10	2	5	3	7	3	4	6	
	1.7		2.8	1.0	2.5	1.6	1.5	2.7	1.4	2.5	
DON'T KNOW, OR NO ANSWER	59	20	39	11	25	23	45	14	17	30	12
	10.1	8.8	10.8	5.4	12.6	12.4	9.5	12.5	6.1	12.6	17.9
STUDENT BEHAVIOR HAS -- IMPROVED	159	64	95	71	40	48	118	41	90	49	20
	27.1	28.3	26.4	35.0	20.2	25.9	24.9	36.6	32.1	20.5	29.9
STAYED THE SAME	289	113	176	97	96	96	242	47	134	128	27
	49.3	50.0	48.9	47.8	48.5	51.9	51.1	42.0	47.9	53.6	40.3
BECOME WORSE	76	26	50	22	33	21	66	10	34	34	8
	13.0	11.5	13.9	10.8	16.7	11.4	13.9	8.9	12.1	14.2	11.9
DON'T KNOW, OR NO ANSWER	62	23	39	13	29	20	48	14	22	28	12
	10.6	10.2	10.8	6.4	14.6	10.8	10.1	12.5	7.9	11.7	17.9

* Results in this column relatively unstable because of small sample base.

QUESTION 8A -- HAVE YOU EVER HEARD OF THE INDIVIDUALLY GUIDED EDUCATION OR 'IGE' PROGRAM FOR ELEMENTARY SCHOOLS.
QUESTION 8B -- (IF YES) DID YOU KNOW THAT (NAME OF SCHOOL) IS PART OF THE INDIVIDUALLY GUIDED EDUCATION PROGRAM.

PARENTS -- 1972-74

1972 - 1974 SCHOOL YEARS

		SCHOOL'S LCTN		SCHOOL'S/UNIT'S IGE'NESS			YRS IN IGE--		YRS SCHOOL IN IGE---		
	TOTAL	URBAN	NON-URBAN	HIGH	MEDIUM	LOW	ONE YR	MRE THN ONE YR	ONE YR	TWO YRS	THREE OR MORE
BASE	2932	1122	1808	1011	985	934	1857	1075	1368	1217	347
PERCENT	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
YES, HAVE HEARD OF 'IGE' PROGRAM	2123	841	1280	759	718	644	1316	807	1013	889	221
	72.4	75.0	70.8	75.1	72.9	69.0	70.9	75.1	74.0	73.0	63.7
AWARE CHILD'S SCHOOL IS PART OF 'IGE'	2285	910	1373	815	781	687	1398	887	1093	959	233
	77.9	81.1	75.9	80.6	79.3	73.6	75.3	82.5	79.9	78.8	67.1
NO, WAS NOT AWARE	647	212	435	196	204	247	459	188	275	258	114
	22.1	18.9	24.1	19.4	20.7	26.4	24.7	17.5	20.1	21.2	32.9
HAVE NOT HEARD OF 'IGE' PROGRAM	709	235	474	213	244	252	470	239	296	296	117
	24.2	20.9	26.2	21.1	24.8	27.0	25.3	22.2	21.6	24.3	33.7
DON'T KNOW, OR NO ANSWER	100	46	54	39	23	38	71	29	59	32	9
	3.4	4.1	3.0	3.9	2.3	4.1	3.8	2.7	4.3	2.6	2.6

QUESTION 2 -- WHAT HAVE YOU LIKED MOST ABOUT THE WAY THINGS WERE DONE AT SCHOOL THIS YEAR.

CHILDREN

1972 - 1974 SCHOOL YEARS

		SCHOOL'S LCTN		SCHOOL'S/UNIT'S IGE'NESS			YRS IN IGE--		YRS SCHOOL IN IGE---			IGE SUBJ	
	TOTAL	URBAN	NON-URBAN	HIGH	MEDIUM	LOW	ONE YR	MRE THN ONE YR	ONE YR	TWO YRS	THREE OR MORE	LANG. ARTS	MATH
BASE	2932	1122	1808	1011	985	934	1857	1075	1368	1217	347	1314	1283
PERCENT	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
LANGUAGE ARTS	548	219	329	174	183	191	391	157	246	235	67	263	198
	18.7	19.5	18.2	17.2	18.6	20.4	21.1	14.6	18.0	19.3	19.3	20.0	15.4
SOCIAL STUDIES	79	24	55	25	27	27	34	45	28	46	5	34	34
	2.7	2.1	3.0	2.5	2.7	2.9	1.8	4.2	2.0	3.8	1.4	2.6	2.6
MATHEMATICS	685	353	332	241	212	232	462	223	336	296	53	288	340
	23.4	31.5	18.4	23.8	21.5	24.8	24.9	20.7	24.6	24.3	15.3	21.9	26.5
SCIENCE	100	48	52	34	37	29	49	51	60	37	3	43	44
	3.4	4.3	2.9	3.4	3.8	3.1	2.6	4.7	4.4	3.0	.9	3.3	3.4
ARTS	319	110	209	106	107	106	217	102	126	172	21	149	115
	10.9	9.8	11.6	10.5	10.9	11.3	11.7	9.5	9.2	14.1	6.1	11.3	9.0
FOREIGN LANGUAGE	14	3	11	5	5	4	2	12	4	10		6	9
	.5	.3	.6	.5	.5	.4	.1	1.1	.3	.8		.5	.7
GYM	404	130	274	122	157	125	255	149	147	203	54	150	161
	13.8	11.6	15.2	12.1	15.9	13.4	13.7	13.9	10.7	16.7	15.6	11.4	12.5
TEACHERS	268	92	176	88	68	112	206	62	141	94	33	130	103
	9.1	8.2	9.7	8.7	6.9	12.0	11.1	5.8	10.3	7.7	9.5	9.9	8.0
MULTIPLE TEACHERS	187	57	130	103	34	50	109	78	99	61	27	100	85
	6.4	5.1	7.2	10.2	3.5	5.4	5.9	7.3	7.2	5.0	7.8	7.6	6.6
CHANGING CLASSES	299	91	206	119	85	93	191	108	132	110	57	129	128
	10.2	8.1	11.4	11.8	8.6	10.0	10.3	10.0	9.6	9.0	16.4	9.8	10.0
DIFFERENT MATERIALS	208	96	112	78	53	77	135	73	75	121	12	102	105
	7.1	8.6	6.2	7.7	5.4	8.2	7.3	6.8	5.5	9.9	3.5	7.8	8.2
FIELD TRIPS	83	23	60	15	43	25	53	30	36	44	3	35	27
	2.8	2.0	3.3	1.5	4.4	2.7	2.9	2.8	2.6	3.6	.9	2.7	2.1

The attitudes expressed in high implementing schools were consistently more positive than the attitudes in schools with low IGEness scores.

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Summary of the "National Evaluation Of The |I|D|E|A| Change Program For IGE"

Schools included in this study are participating in IGE by directing their inservice efforts toward adopting the 35 IGE outcomes. No school, however, has implemented all the outcomes.

The average degree of IGE implementation in the schools included in this study is 49%—ranging from 30 to 75% implementation. Conclusions of our study, therefore, are confined to statements about schools undergoing change—not effects of IGE fully installed.

Conclusions we draw from this study are based on data collected through face-to-face interviews. Statements about such things as student behavior, how well students learn, and the general effectiveness of the program are opinions of the respondents. The conclusions should be interpreted with this in mind.

The study is not longitudinal. Though the study spanned two school years, the same people were not included (except by chance) in the two phases of the study. We have not offered conclusions regarding how attitudes change with time as a school or Learning Community participates in IGE.

Students and teachers in 1,200 schools across the U.S. are now implementing the /I/D/E/A/ Change Program for IGE.

Within these limits, then, we believe these conclusions are appropriate:

1. General attitudes of administrators, teachers, parents, and students are positive toward IGE. They support the inservice training, the educational concepts, the organization, and the overall effects of the program.
2. Implementation strategies for initiating IGE are improving. Attitudes of administrators, teachers, and students toward methods of orienting and training are more positive in schools that use the more recent strategies than in those who used earlier procedures.
3. Administrators and students in schools that have participated in IGE for three or more years feel more positive about the educational concepts of IGE than those in the program only one or two years.
4. Administrators, teachers, parents, and students are more positive about the program in schools that have implemented most of the IGE outcomes. The degree of implementation is consistently related to positive feelings, effects on students, acceptance, and commitment to the program.

5. In general, the attitudes of administrators, teachers, parents, and students in urban and non-urban schools are equaliy positive.
6. The majority of teachers believe IGE processes work equally well for slow and fast learners and for culturally advantaged and culturally different learners.
7. Attitudes of parents and students toward the program and its effects are more positive where students have attended an IGE school for more than one year.
8. In general, reactions to the program are equally positive in schools that have primarily white students and those that are primarily non-white.
9. Implementing IGE can result in perceived administrator and teacher over-loads especially when the rate of change, the level of support, or the sequence of adoption are not appropriate to the capabilities and resources of participating schools.